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ABSTRACT

This study reports findings on existing continuing library education and explores the scope and function of continuing education programs offered to library personnel by national library associations. It also provides additional information to assist library associations in program development or modification and offers a resource to aid continuing education planners and producers develop programs of substance. The methodology of the study, the derived model, data collection, findings, observations, and recommendations are provided. A literature search on continuing education models, a data collection sheet, and a data summary are appended. (RAA)

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A STUDY OF CONTINUING EDUCATION ACTIVITIES OF THREE NATIONAL LIBRARY ASSOCIATIONS

by

Barbara Conroy

with a literature search by

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Funded by a SLA Research Grant-in-Aid

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TABLE OF CONTENTS

Intent and Rationale of Study.....1
Methodology of Study.....2
The Derived Model.....5
Data Collection.....7
Findings.....10
Observations.....21
Recommendations.....23
In Conclusion.....25

Figures

1. Basic Components of Derived Model.....6
2. Characteristics of Continuing Education.....7
3. Association Activities Included in the Study.....14

Preface

In view of the growing interest in continuing library education, this study is an effort to view the educational design of continuing education activities offered to library personnel by national associations. The author intends to acknowledge and encourage sound continuing education programming and to provide documentation, observations, and recommendations useful for future continuing education planning. Library associations play an important leadership role in offering continuing education to library personnel, and the value of their understanding the nature and impact of their efforts is not to be understated.

Originally, the intent and research design was to study the degree of congruence between theoretical models of formal adult education and the actual design of activities offered from 1972-1975 by American Library Association, Medical Library Association and Special Libraries Association. Limitations of the literature search, data base and project scheduling have reduced that original intent to a study. This report can be used as a planning tool, however, as Special Libraries Association and other associations assess and re-direct their programs to meet future needs.

The author wishes to acknowledge support of this research by a Special Libraries Association's Research Grant-in-Aid awarded in 1975. Appreciation is also extended to the presidents of the three associations for their willingness to participate in the study and to the associations' staffs and officers for their ability and willingness to search and share information needed for the study. And, finally, I wish to acknowledge Dr. Martha Jane Zachert, Professor, College of Librarianship, University of South Carolina, for her many contributions to this study--for her help in conceiving, designing and developing the overall study and, most particularly, for her narrative and analysis of the literature search which appears as Appendix A.

Barbara Conroy

September 1, 1979

Intent and Rationale of Study

Most library associations -- statewide, regional and national -- acknowledge some responsibility for continuing education for their members and for the profession at large. The manner in which these associations approach, plan and deliver continuing education opportunities, however, varies. Continuing education is increasingly becoming an important facet of associations' traditions and budgets. Because of this growing importance, the existing programs offered by associations warrant both study and reflection.

This study has three purposes. The first is to discover and report findings about existing continuing library education and to explore the scope and focus of present continuing education for library personnel. For this purpose three national library associations were studied. Together, the three offer diverse perspectives of and approaches to their respective continuing education programs. Each association evidences an articulated commitment, some tradition and some financial promises dedicated to continuing education.

The second purpose is to provide additional information to assist library associations as they develop and/or modify their continuing education programs. Each of the associations studied is at some point of transition: anticipating change or in the midst of accommodating it. The information presented in this report may supplement other resources used by associations in planning and evaluating their continuing education programs.

The study's third purpose is to offer a resource to aid continuing education planners and producers develop programs of substance. Thus,

not only does the study present findings, observations and recommendations based on a survey of activities done by the three associations, but it also appends descriptive models of educational programming resulting from an extensive literature search. These models offer an added dimension to those planning a long-range association program or a one-time learning activity. This dimension, in turn, may increase the feasibility of soundly planned learning efforts.

This study, then, is intended to increase the understanding of continuing education programming offered by three national associations during a three year period and to view that programming in relation to selected adult education models. The findings, observations and recommendations are offered for associations and individuals to consider in designing and delivering their future educational programming. As such, hopefully, the study will assist those seeking to improve the quality of continuing education for library personnel.

Methodology of the Study

The original plan for the study included three phases. Phase I was a literature search of published research in the field of adult education for tested and hypothetical models of continuing education programming. The adult education field has been involved in continuing education throughout its history. For this reason, it was presumed to have a body of theory and experience valuable to tap. If a widely-accepted, tested model were found, this could be used as a point of comparison for the learning activities reported by the library associations studied. If such a basic model were not found, the most fully developed models, whether hypothetical or tested, might be incorporated into a new model that included the components most widely agreed to be essential from the models found in the literature search.

Phase II was the identification of the continuing education efforts of the three major library associations during a three year period (1973 through 1975). National associations were selected because of the extent of their influence and the assumption that their records would be more accessible due to their continuous staffing and central offices. Information would be collected from published and archival sources in such a way that these efforts could be compared

with the essential components of the model(s) found in the literature search.

Phase III was to bring together the information about continuing education activities actually done and the models found. At this point, the degree of congruence could be ascertained between the model(s) and the continuing education effort(s) done by library associations being studied. A checklist of characteristics would be compiled on the basis of the model(s) of adult education. Then, two separate individuals would rate each activity to be included in the study. The degree of agreement between the two ratings would be statistically calculated.

As work on the study progressed, this original plan was modified. A literature search was done of academic scholarship related to adult education. It was limited to the literature (journal articles, research reports and monographs) of the years 1970-1975 as indexed in four major indexes to journal and report literature in the field of education and to relevant chapters of the 1970 edition of the Handbook of Adult Education. Follow-up of relevant earlier literature as cited in these sources was included. Theoretical statements were sought, especially those which, in words or diagrammatic models, addressed themselves to generalized constructs descriptive of the adult education system. This work was done by Dr. Martha Jane Zachert, Professor, College of Librarianship, Columbia, South Carolina. This contribution to the study is included as Appendix A.

The continuing education programs of the American Library Association, the Medical Library Association and the Special Libraries Association were those selected to explore their processes of planning and producing educational activities. Not all activities sponsored by these associations were included, however. Although most activities by these associations can be viewed as enabling persons to learn, activities whose objective is "to inform" are usually planned differently from those whose objective is "to teach."

Consequently, three criteria were established to narrow the field of study and focus on continuing education. The criteria were:

1. The activity must address a professional need or concern.
2. The activity must be described to its potential audience

as "continuing education" or a recognizeable synonym.

3. The activity must require registration and a fee separate from registration and fees for other activities of the sponsoring organization (even though the activity might be scheduled in conjunction with another organizational activity such as an annual meeting).

Activities whose main purpose was social or scholarship fund-raising were also excluded even though these awards banquets, tour luncheons and dinner speeches were national advertised requiring separate fees and registration. The purpose of these activities is presumed to be different from that of continuing education activities.

Each association president was contacted and offered, in response, the association's full cooperation in the study. Within the limits of the data available, the association staff members provided excellent follow through to provide information from office files, records and from individual and collective memories.

In this study there was, and is, no intent to make comparisons between and among the three associations studied. Each association has built its own tradition and structure to design and deliver continuing education in the way it finds most relevant and effective. Each differs from the other two in important ways that may be significant to explore, but not with the intent to conclude that one approach is better than another.

Phase III of the study was the point at which the information about the associations/ activities would be compared with the components of the model(s) of adult education in a search for the degree of congruence. This intended step, however, was thwarted by three problems or limitations that appeared. One was the lack of a single model with which to compare association activities. As Appendix A reveals, there are a number of adult education models, each containing a perspective and elements not displayed by the others, but they do not feasibly combine. The alternative employed at this point was to derive a generalized model, actually a scheme or device for collecting the data using the most clear and understandable terms from the perspective of those responding to the data collection instrument. The generality of the derived model impeded its usefulness in establishing the degree of congruency.anticipated.

The second problem was that without a model adequate to measure congruency, the questions asked of the associations lacked an adequate degree of specificity to determine to what degree the planning and delivery of continuing education matched the model elements.

Even had there been a widely accepted and usable model with sufficiently specific components, however, it could not have been used. The third problem was that, for the most part, full information was not available from the associations. The inadequacy of information did not arise from data being withheld but rather from the lack of available records about continuing education planning and delivery.

The findings, observations and recommendations of this study have been limited and altered by these three problems. Thus, the study reveals different findings than were originally anticipated. The findings reported here, however, can be useful and perhaps the original design planned for this study may be done in the future using a single and appropriate model and information from more completely maintained association records. Although the study is not as refined and precise as originally envisioned, information has been obtained about continuing education efforts by national library associations and compared with a basic model of continuing education programming.

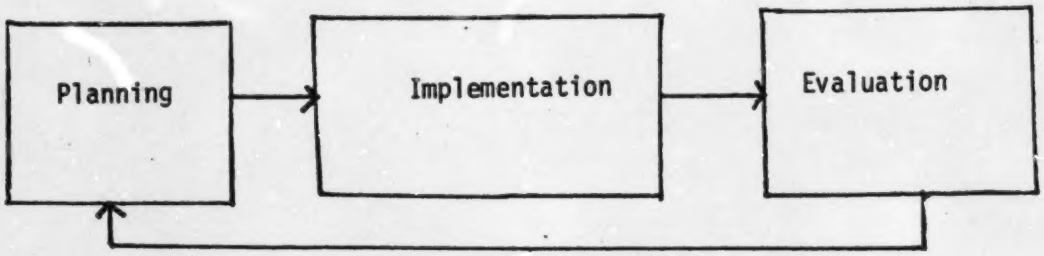
The Derived Model

The original plan for this research had assumed that a single widely-accepted model of adult education might be found to provide a measuring stick with which to view some of the continuing education efforts of the three national library associations being studied. Such a model could also be used by providers and consumers of continuing library education to improve their involvement either in producing learning events or in participating as learners. At the conclusion of the literature search, however, it was obvious that a single all-purpose model had not been and would not likely be found.

The study design provided that, in the absence of such an all-purpose model, a model would be developed based on the most common components found in the models discovered in the literature search. Three common and general components were identified as elemental in the four graphic models described in the literature search: planning,

implementation and evaluation. These three components form the basic structure of the derived model presented in Figure 1.

Figure 1. Basic Components of Derived Model



The models identified in the literature were more specific than these three components which comprise the derived model. Each of the models, as well as the one above, describes different views of the components and process of what continuing education programming requires to be effective.

In the derived model, it will be noted, the three components are interrelated as shown by the arrows. Each component overlaps with the others although this is not clearly shown in the drawing. Planning flows into implementation which, in turn, proceeds with the evaluation process which then results in further planning and implementation. Both content and process levels are included in each component (what is dealt with and the way in which it is dealt with).

The model presented here and those in the literature survey are most readily applicable to a program of continuing education activities rather than for planning and delivering a single learning event. Adaptation is certainly possible for the producer of a learning event, however, as an aid in assuring that necessary facets have been covered.

Any derived model presented to the library profession for use by non-educators would need to address the level of understanding in the profession. For the study, any model to be used to discover current continuing education practice would need to accommodate the documentation available for the learning activities being produced. Greater specificity would result in lesser applicability because of the available documentation of the association's continuing education events.

A list of descriptive characteristics of the three processes was developed, drawn in part from the models described in the Appendix A Literature Survey and in part from the documentation available from the three associations under study. Like the derived model, this list is a very simplified and general picture, omitting a great deal revealed in the literature review. The list does, however, serve as an initial device useful to discover the common characteristics of the continuing education events of the associations studied. The list as it appears in Figure 2 is the basis for the data collection instrument shown in Appendix B. Thus, it provided the possibility of comparing the information on association programs with the derived model.

Figure 2 Characteristics of Continuing Education

I. Planning
   A. Planned by members of learning group, members of peer group, members of professional leadership group
   B. Planned on the basis of needs of learners, and/or objectives of sponsor

II. Implementation
   A. Implementation of Content
      1. Existence of stated objectives
      2. Inclusion of cognitive content
      3. Inclusion of affective content
   B. Implementation of Process
      1. Variety of methods used
      2. Techniques appropriate to objectives

III. Evaluation
   A. Carried out by instructor, peer group, representative of sponsor, selected observer
   B. Carried out by method(s) appropriate to the nature of the content, the nature of the activity, the objectives of the sponsor
   C. Used as feedback

Data Collection

Phase II of the study served to identify the continuing education activities conducted by the three library associations and to collect available information about those activities for 1973, 1974 and 1975. Data collected for 1972 provided a check on the assumption that the sample years were representative. Since no deviations were detected between the data for the comparison year (1972) and for the

sample years (1973-1975), data from the comparison year are not reported here.

Information about the specific continuing education activities sponsored by the three associations was obtained through announcements and reports in library literature, journal issues and programs of the annual conferences. One of the organizations publishes a catalog of continuing education activities for the use of its members. For each of the activities discovered through these sources, a data collection sheet was filled out initiating a profile of that activity. Photocopies of the documentation and description were attached to the sheet for future reference.

These announcements and descriptions were often sketchy regarding the nature of the program and the methods of presentation. Information about planning and evaluation was almost universally nonexistent. An announcement of an upcoming event does not mean that the event will actually be held in each case so an initial check was made to determine that the activity was really held.

For those activities actually held, information from the public media was supplemented by the use of organizational records. Association headquarters staff and/or committee personnel supplied such additional information as was available in their records or memories. In some cases, individuals involved in developing the activity were contacted for information not otherwise available. Some information came from minutes and reports of committees or officers, unofficial as well as official sources. As a result, the array of data varied widely in consistency and reliability. The variation that resulted was considerably greater than was anticipated. The fact that the information was able to be traced as far afield as it was testified to the degree of cooperation offered by associations' staff and committee members.

Even after employing every available avenue to obtain information about activities, however, some could not be adequately documented. When only minor omissions existed, the activity was included in the study even though complete information was not available. Some activities, less than one percent of those activities apparently eligible to be included in the study, had so little information that they were dropped from the study.

For each activity, the information that was available and could be collected was entered on that activity's data collection sheet.

(For form see Appendix B) Essentially, these forms developed profiles of each activity in relation to the components of the model(s), and, thus, allowed a check of the degree of congruence with the model(s)

The intent of the study is to view continuing education activities in general and not the three library associations specifically or in comparison with one another, the associations were designated as "A," "B" and "C" rather than by their names. The designations were selected by draw. Data sheets were devised on which all of the activities being studied for each association were collectively assembled. (See form in Appendix C)

Although the study was designed to include all continuing education activities meeting the stated criteria, one of the associations being studied offers repeated courses year after year and to include each of those each year would add quantitatively to the data without increasing the qualitative information available. Consequently, each of the repeated courses is included only once in the study, the first time it was offered within the time period being studied. In a few instances more complete information or different information indicating a revision of the course appeared later, the repetition was included in the statistics in such an instance.

In addition to the data forms completed for each of the activities to be included, association staff and officers were interviewed to discover the overall association approach to planning and delivering continuing education. The structures and philosophies of the three organizations differ and these differences influence the overall program of each association's continuing education and, in turn, have an effect on specific activities. The descriptions of the associations included under Findings below are those of the time period studied with most of the data collection completed in 1975/1976. As mentioned before each of the associations is going through a period of change at the present time (i.e., 1979) or is anticipating substantial changes in the near future. Thus, to some extent, the descriptions are dated.

Judgement of Congruence

The third phase of the study, the phase central to meeting its intended purpose, was that of comparing the collected data about the continuing education activities with the adult education model(s). The limitations

described above, however, impeded the full realization of the study's aim. The lack of an over-all model of adult education, sufficiently generally and sufficiently specific, and the differences in perspective of the models found curtailed the establishment of a standard against which to compare the activities of the associations. The lack of adequate information, adequate in terms of amount and consistency, prevented any but general checking of the congruency between the model and the data. And, the lack of generally accepted terminology in library education or adult education for the terms used in the data collection phase led to semantic difficulties revealed by various evidences when terms did not mean the same thing to the asker and giver of information.

Consequently, the study indicates generalized findings, more generalized than had been sought, in relation to the match between continuing education activities for library personnel and standards of adult education theory and practice. To some extent, however, this may be one of the major findings of the study--that the present situation does not permit this type of study. If librarianship continues to develop its concern about continuing education, the maturation of that interest and how it is fulfilled by the major ~~national~~ library associations may lead to this type of study being meaningful in the future.

Findings

1. The three associations have developed different approaches to meet their self-perceived responsibility for continuing education.

From the various sources of information tapped for this study, a generalized profile emerged of the three organizations studied. Here, as elsewhere in the study, they will be identified by letter designation.

Association "A" develops its continuing education activities as courses, with the intent of repeating them at the same level of quality each time they are offered. Every effort is made to standardize syllabi, teaching materials, and the qualifications of instructors, as well as the published titles and descriptions of their offerings. Repeated activities are monitored to assure consistency with the established pattern. Staff persons at organizational headquarters are assigned responsibility for the association's continuing education.

A committee of volunteer/appointee members recommends policy and action, serves as liaison between the total membership, the officers and the headquarters staff. This committee also carries out a portion of the routine work of coordinating the sizeable continuing education program.

Association "B" is somewhat similar in relation to standardization, although to a lesser degree. Popular programs are repeated, often using the same design, instructor and materials, but new programs and one-time programs are also often developed and offered with no intent to continue them. At the time of the study, the continuing education program was directed by an appointed chair, a volunteer member, who acted as coordinator. Committee members carry out liaison work between the membership, the officers and the headquarters staff, including the recommendations of policy and activities.

Association "C" is very differently structured, with its sub-units responsible for most continuing education programming. Any unit of the association wishing to develop a continuing education activity is free to do so without direction from the association as a whole. No central coordination, other than for scheduling, is exercised, and no staff members or member volunteers/appointees are assigned overall coordinative responsibility. Sub-units control their own policies and liaison with members as well as the planning and presentation of the continuing education activities.

Again, it must be stressed that these profiles were drawn on the basis of information collected for the study in 1975/76 and are dated. Each association has made decisions and taken action to make changes in its continuing education program. In some cases those changes have been implemented, in other cases planning is underway.

Additional information that would have been useful in putting these profiles in perspective would have included the philosophy or policy statements from each organization in relation to continuing education. Organizational charts showing the structure of continuing education in relation to the rest of the association would also have been useful.

2. Planning, implementation and evaluation processes vary considerably.

Even though the number of learning activities studied was limited by criteria (p. 3-4) which left little doubt that the producer of the

activity and the participants attending explicitly intended it to be a learning experience, a great deal of variation became apparent. This variation existed not only between the associations studied but also within each association to a greater or lesser extent. Since documentation was sketchy and supplemented by headquarters staff and committee members, the data presented in these findings is not from a tightly controlled situation. Yet, these may be useful for someone seeking to examine the continuing education patterns that have come from this study.

All methods listed in the data collection sheet were used. The leading method for planning was for the presenter to develop the activity (69%). Often, a planning committee was instrumental in launching the activity (57%). Rarely, however, did the group plan for itself (2%). Yet, for 41% of the activities potential participants were indicated as playing a significant role in planning. The statistics reflected some activities as having no planning process. The categories were not mutually exclusive.

Implementation statistics revealed that information giving is the most predominant aim of the activities studied with a total of 87% compared to skills acquisition at 24% and application of knowledge at 22%. Strongly correlated with this was the figure of 70% lecture presentations compared with 23% of the interactive methods combined. Interactive methods, considered separately reveal group discussion for 43% of the activities (ranging from 19% to 83%), workshops and institutes for 20%, panels for 20% and demonstrations, practicums, etc for 9%. These categories, also, were not mutually exclusive and may reflect more than one method for a single activity.

The three associations were interestingly different for the various methods: lecture (94%, 76%, 33%), group discussion (83%, 27%, 19%), workshops and institutes (29%, 17%, 13%), panels (39%, 20%, 5%) and demonstrations, practicums, etc. (17%, 6%, 5%). Since much was left unstated in many of the descriptions of the activities, these figures are limited. The study did not explore relevance of method.

Evaluation, likewise, varied considerably. Done on 69% of the activities, the associations varied 95%, 18% and 22%. One association combined several techniques for 90% of its activities but the typical use of a post meeting reaction form filled out by participants was the predominant method for two of the three associations.

3. Available information describing continuing education activities for library personnel is neither consistent nor standard.

The study surfaces a lack of consistent or standardized information available to the consumer, that is, to the learner or the potential learner, and to the producer of present and future continuing education activities. To make an informed choice, the individual seeking learning opportunities benefits from knowing basic information about available activities: the objectives, resource people, methods and format to be used as well as essential date(s) and place. Yet, announcements in library literature, the most generally available source, are often very brief, giving but a title, a sketchy indication of subject area and perhaps resource people as well as the date(s) and place. The catalog issued by one association, by contrast, is more explicit and extensive. Yet, its course descriptions are relatively brief.

In some cases, the information a potential attendee might seek may not be available. For example, only 65% of the activities studied stated their objectives. Of that average, 60% were from a single association. Even assuming that the objectives written by the producer of a learning activity and presented to consumers are clear and understandable as well as available to them, over a third of the studied activities presented no stated objectives even though the activities were explicitly intended for learning purposes.

When the information is available, it may not be disseminated adequately to reach potential learners. At the time of the study, no single source disseminated such information to the field as a whole. General periodicals, such as Library Journal, American Libraries, and Special Libraries give more complete information only near the time of presentation. Announcements in more specialized channels such as Journal of Education in Librarianship, MLA News, and Journal of Library History generally give information aimed particularly at their own readership. Often, these notations indicate a contact person as a source for further information and a person sufficiently interested or motivated can seek further for the information sought if time permits.

Such general announcements in periodicals are sometimes supplemented by direct mailings to members and/or to a specific targeted audience selected in relation to the particular topic being presented.

Conference programs available to annual meeting registrants often give more information for those activities presented at national conferences. These, however, often make no distinction between a learning experience and a business or informational meeting. Conference programs are not available until an individual has chosen to attend the conference and has arrived at the site.

Library personnel must rely on these sources, or the even more limited word of mouth, to seek and select learning opportunities. The lack of a single media source and adequate information about learning activities mean that library personnel, as consumers, do not possess enough information for sound choices. Similarly, continuing education producers and program planners are confronted with a comparable dilemma if they seek to ascertain the existing picture of continuing education in order to plan current or future activities.

The effect of this lack of information is not insignificant for, given the tight restrictions of the criteria limiting the activities selected for the study, the number of learning opportunities is substantial. Although it was one of the requested items of information, attendance figures were rarely available and did not provide a sufficient basis even to estimate roughly the number of learners participating in these activities. Figure 3 displays the number of activities included in the study. Some activities had 25 or 40 participants and some had 250 to 400 participants.

Figure 3

Association Activities Included in the Study

	1973	1974	1975	Total no. discrete activities	Total no. of activities
Ass'n "A"*	13	15	21	21	49
Ass'n "B"	5	4	6	15	15
Ass'n "C"	4	6	8	18	18

* Note: These figures are the total activities offered for the years indicated. Many activities were repeated in successive years and are included in the yearly and cumulative totals but counted only once in the total number of discrete activities.

4. The pattern of documentation and recordkeeping of continuing education programs and activities varies greatly in the three associations.

In the search for information during the data collection phase of the study, a substantial portion of the information sought was not known or available for a number of reasons. In most cases records were not collected or maintained to document the continuing education activities sponsored by the association. Thus, such information was not available for the research attempted. Nor was it available for internal use by the association staff and committees. Informal reasons given for this lack of documentation included: unaware of its usefulness, no time to record the information, no means of maintaining such files, no requirement for such reporting.

Information from one association was very complete for all aspects of their continuing education program--planning, implementation and evaluation. Not only did documentation exist for each activity, but the overall continuing education effort was documented substantially in committee and annual reports. A second association was less complete but did maintain records on activities presented and, to some extent used those records in planning future activities. The third association kept no centralized records and had only sketchy procedural details about the process of developing and implementing activities. Thus, with the three associations a complete spectrum was available for review. And, again, the three associations in their approach to continuing education documentation revealed different approaches, different policies and procedures, and, perhaps, their differing philosophies. A brief description of the nature and timing of the documentation may put the above comments in perspective.

In association "A" continuing education control and records are centralized under a single staff director. An active committee of the association members is responsible to the board of directors for recommending policies and for planning the many details of its program. For each activity, the content and methods of presentation are suggested by the individual selected to design the course. The designer works closely with one or more members of the Continuing Education Committee during the development of the activity. Thus, each course design has

at least one critical review before being submitted to the full committee. The final plan is critiqued by the full committee and/or by an expert, and finally agreed to through negotiation "between all responsible parties."

Every effort is made to preserve continuity in the program. At each point in the above described process documentation is required and, through the documentation, new committee members, new course presenters, new staff and board members are briefed as to their responsibilities to continue the pattern established. Both staff and committee maintain detailed records of the development process and the course syllabi as well as of the presentations made and evaluation results. These records provide consistent information on the association's continuing education program and activities for use in reporting or planning for future directions.

In association "B" a committee responsible to the board of directors recommends policies, selects topics and instructors but attempts no control over content, method or continuity of continuing education activities. The committee's records are contained in annual reports which vary considerably in nature from year to year. Sub-units at the national level also may sponsor activities unrelated to the association's committee. In these instances, planning for the activities is done with the sub-units, each of which keeps its own records. At the time of the study, no headquarters staff had direct responsibility for planning, implementation or recordkeeping although the committee chair performs this role to a limited extent. Committee records, aside from the annual report, were apparently not passed on from committee to committee in any formalized or consistent procedure.

Use of the available documentation in "B" is left to the initiation of the individual or group responsible for planning or producing the activities. The committee chair acts as a clearinghouse of the information sought or made available by committee members or activity presenters. Evaluations of activities are encouraged but not mandated. This information, when available, is used the subsequent years.

In association "C" sub-units within the association exercise autonomy in planning and presenting continuing education activities. Some of these sub-units work through headquarters staff, some through

committees with on-going responsibilities for continuing education and some through ad hoc committees. No policies or guidelines are provided or required by the association other than for scheduling and funding channels. Recordkeeping is, in general, scanty and varies greatly in consistency. These records were difficult to collect and complete. They have little consistency and offer no firm base for conclusive statements. Each committee or sub-unit has a standardized form to give highlights of actions, report of information (including program information) and comments. These are not always completed and submitted although it is an accepted practice. Staff reports are sometimes also made in addition to the unit's chair. In general program planning is relatively informal with documentation and process depending primarily on the individual(s) who have accepted the responsibility.

Essentially, as these three patterns emerged, it appeared that when documentation and recordkeeping are required, they tend to be used and they reflect a relatively explicit process used for an association's program. In instances where they are not required or there is less centralized control of information and activity, the records that do exist and the process that is used to produce continuing education is subject to substantial variation. The extent to which the documented record accurately reflects the actual learning event(s) was not verified in this study.

5. Some continuing education program planners do not systematically seek or use information from available sources to plan future activities.

Librarianship is a field that values the acquisition and dissemination of information. Education is a field based on the discovery and transmission of information. Ironically, this study reveals that the generalized practice in two of the three associations studied appears to ignore the value of information in planning continuing education. Reviewing the studied association activities in relation to the adult education models found in the literature search, a general lack of adequate information flow to two groups surfaces. Planners of continuing education activities generally do not have access to information from the evaluation of previous activities and efforts in order to provide a basis of planning subsequent, future activities.

And continuing education consumers, that is, learners and potential learners, do not have adequate information on which to make a logical choice of a meaningful activity in which to engage.

The picture presented by the analysis of the statistics gathered in the study reveals that two major sources of information that can well be used by producers of continuing education have not been sought or utilized. Two of the three associations studied, at the time of the study, did not have active organizational policies or practices to channel evaluation information from the continuing education efforts from previous years into the planning process for the present or future years. Involving learners as an active subsystem in planning, described as essential in the Mohan-Hull model and accepted as a general adult education principle, was used only moderately in the development of continuing education activities.

Each of the models indicated the importance of linking evaluation with planning of learning activities. Overall, evaluation was conducted in 69% of the activities studied. For 44% of the activities, evaluation reports were made to the association and 50% indicated that reports were provided to planners of future activities. _____ indication was made of whether a planner had to initiate the process of obtaining the reports. An important note: fully one half of the 69% of the activities evaluated were in a single association. Thus, the percentage was not evenly distributed through the three associations. The range was from 22% to 95%.

More specifically, the manner of evaluation varied. Fifty-nine percent were evaluated by group members, most often through a reactionnaire (post-meeting reaction sheet) -- by 63%. The consistent pattern in one association was through the presenter and committee combined, using post-tests of participants as the prime measure. This method comprised 35% of the total activities of the three associations together. Considering the three associations together, evaluation by the presenter was used by 37%, by the committee was used by 37% and by a neutral person was used by 4%. The post-test was used by only one association, but all used reactionnaires (range: 6% to 95%) and two associations used observation to total 39% with one association using observation methods 90% of the time, the other 11% of the time.

Some of the models revealed in the literature search indicated that potential learners are a valuable source of information in planning. Fifty-seven percent of the studied activities were planned by a committee for the learner group, 69% by the presenter or course designer, and 39% by the association's staff. Forty-one percent of the activities involved potential participants in the planning and 4% involved the group itself planning for the group learning. The data collection instrument was not sufficiently specific and the available records did not support better data to determine whether the potential participants involved in the planning consisted of representatives of typical groups or the potential learners themselves.

Again, a single association accounted for over half of the percentages in most of these categories. Thus, the other two associations were considerably below the total percentages noted in the above categories.

The picture presented by these statistics, especially considering the dominance of one of the three associations, does not reveal the establishment and use of information gathering or disseminating processes that involve learners as an information source. Nor does this picture portray an acknowledged significance of evaluation. Just over 50% of the evaluation indicated as done was done by one of the three associations. And, once evaluation of an activity is completed, little linkage is made with future planners in the other two associations. Each of the researched models and the derived model indicate the importance of on-going and linked evaluation with the other processes involved in producing learning activities. Thus, it appears that a significant number of continuing education planners do not make full, direct and consistent use of learners or of evaluation information in planning learning activities.

The validity of these findings must be qualified by describing the limits of the data. These limits became apparent during the process of analysis and are important to state as qualifications for anyone seeking to use these findings. Other limits may be apparent to a reader/user of this study and, when discovered, should be considered as further qualifications. The following limits are apparent to the author of the study:

The methodology used essentially turns up a sample of activities to be examined. The application of the criteria listed on pages 3-4 proved to be more restrictive on some associations than others. Association "A" has a structure for developing and delivering continuing education that matches the criteria sufficiently to enable nearly all of its activities to be included in the study. Association "C," on the other hand, structures its continuing education efforts differently and many were exempted because of the requirement for a separate fee and registration. Thus, of possible continuing education activities, only a portion could be included. The criteria, rational to assure that the activity was clearly intended as a learning, rather than an informing, effort, exempted some activities that could have been included and might have influenced the findings.

The sources of information were very diverse and without tight controls from the standpoint of the study. Information from printed sources did not assure that a given activity actually occurred as described in the announcement of it. Information from people sources varied as to accuracy of memory and as to perspective. The reliance placed on information from other than documented sources (in their absence) made the information base shaky. The lack of clear semantic distinctions between the terms used by the information seeker(s) and the information giver(s) may have altered the meanings between the two. In short, many assumptions about the educational design was inferred from very brief statements from varied information sources about each activity. The fact that the information is three years old at the time of its being reported is a qualification important since those three years have been ones of modification in each of the associations studied.

The specificity of the adult education models found in the literature search were not applicable to the information found in relation to actual continuing library education activities. The derived model, general enough to study and apply, is almost too general to use in drawing conclusions. Thus, the study does not produce a true measure of congruence but does make an informal comparison of the model(s) and the activities studied. This lack of fulfilling the original stated intent does not indicate that such a check of congruence could not be made, just that this attempt was not adequate to do it.

Observations

In this study conclusions have not been drawn. Originally, conclusions were sought in relation to the question: What is the degree of congruence between adult education models and continuing education activities offered by three library associations. Conclusions can not be made securely at this point because of the limitations of the data, and, perhaps, because of the limitations implicit in the design of the study itself. Nonetheless, the following observations are offered from the data base available as seen from a library educator's perspective.

The pattern and degree of documentation and recordkeeping appears closely related to both the definition and the coherence of an association's continuing education program. Program definition was largely evidenced by the association's continuing education policies and the degree of assigned responsibility for continuing education. Recordkeeping often served to reflect the degree of definition. For example, the information needed from one association was available, easy to use and relatively complete in contrast to another where clear information was difficult to obtain and understand. The first association had assigned continuing education responsibility to specific headquarters staff with an on-going committee specifically charged with the task of the association's continuing education. The other association had no centrally placed responsibility for coordinating and recording information about continuing education activities. Continuing education policies ranged similarly with the first association having detailed policies carefully carried out by prescribed procedures including documentation. The other association, on the other hand, had a laissez faire policy of producing and monitoring its continuing education. On each of these related dimensions, the third association fell between these two extremes although it clearly tended more to developing in a manner of greater definition rather than less.

When deliberate efforts are made to keep records, those associations tend to use this documented base of experience and expertise to plan future directions and activities as well as to assess their current programming. The association with the most complete documentation

has constructed organizational communications and units in such a way that that information can be cycled into both planning and evaluative processes. Although no clear needs assessment process surfaced, effort was clearly made to review specific activities and the total continuing education program as to feasibility, marketing and quality. This resulted in relatively clear program directions and an articulated effort (and specificity) in meeting member needs. One other association tended toward a similar structure in the sense of gathering and cycling information of help to future program planners. The third left this process to the individual units within the association and it was unclear to what extent it was done.

Continuing education program planners with these three associations do not systematically and consistently seek or use available sources of information such as involvement of potential learners. Two of the three associations did not use evaluative information to a great extent, but none of the three associations actively employed involvement processes such as suggested by several of the adult education models. This curtailed valuable information (perhaps) from being used in the planning processes. This lack of information from potential learners may curtail the effectiveness of an association meeting its mission or intent in serving its members and improving their capability in the field. It may also result in activities being planned and produced on assumptions of relevance that are outdated or invalid. Continuing education planners may be unaware of the importance of information from this source in producing learning activities or they may not be able to assure the necessary flow of significant information from this source. Whatever the reason, it is currently an underused resource.

Library personnel seeking continuing education opportunities have limited information on which to base a sound choice. The disparity of information available challenges library personnel with how to discover what is available and then how to select an activity that will best meet their needs. One example of this is the contrast between the two associations that made a clear distinction between their continuing education activities and those intended for information delivery solely and the single association that did not make that distinction. The distinction of a continuing education package separate from the

business and informational meetings can be helpful to individuals deliberately seeking learning activities. It can also be helpful to clearly see the association's commitment to continuing education and perhaps even to help establish the recognition of continuing education as a valued norm within the profession.

Continuing education planners in the library field do not appear to consciously seek and use models of adult education in order to assist them in planning and producing continuing library education. Not that a single model is always appropriate but that awareness and information about the field of adult education may be valuable for those engaged in producing educational activities and programs for library personnel--equally useful, perhaps, as awareness of the facets of librarianship. A number of models exist and can be applied in continuing education for library personnel, different models in different situations. Then, if the application of these models would be evaluated, a body of knowledge could be accumulated that would benefit subsequent program planners.

Recommendations:

These recommendations, as the above observations, result from working with this study. They represent the perspective of a library educator, however, and may range somewhat beyond the limited findings of this particular study.

1. That associations offering continuing education opportunities for library personnel define their continuing education role and objectives and back these up with supportive policies and enabling procedures.

The definition and clarity that come from this process can facilitate the ability of the association and its continuing education planner(s) to develop a program and determine a series of activities more congruent with the essential elements described within any of the specific models suggested here. With such definition, policies and procedures the consistency and, presumably, the quality of continuing education programming could increase.

2. That associations sponsoring continuing education endeavor to assure a more adequate flow of information leading to program improvement and quality of activities offered.

More complete records and appropriate channels through which that information can flow would provide a bank of usable information on which to base new program thrusts or innovative activities. Producers of continuing education, in making choices among methods, for example, would be able to review the success of previous activities and weigh that in the present choice to be made. With such information planners would be more able to respond to emerging needs as well as existing needs, adjusting their perceptions of assumed needs and likely target groups. With such information, the association itself could improve the effectiveness with which they meet their objectives in serving members and improving the capabilities of the profession. With such information the association could be more generally acknowledged as a major means for improving the capabilities of library personnel in the field through learning opportunities. With such information planners could improve their skills of educational programming, building their expertise and learning consciously from their experiences with continuing education.

3. That associations sponsoring continuing education endeavor to assure a more adequate flow of information disseminated to potential learners.

Actively cultivated communication channels would assure that important information could and would reach potential learners to enable them to make an informed choice and be appropriately linked with the continuing education activities available. Another possible result from this information being disseminated to potential learners is that library personnel in general would be more receptive to continuing education and would more actively support it as a valued norm of the professional.

4. That continuing education planners become aware of and employ adult education concepts, models, and theory in their work.

The relevance of the field of adult education is not widely perceived among library association staff. In many senses, the business of a continuing education planner is that of education even more than it is librarianship. Yet, some do not have the background for educational planning, marketing, and evaluation so essential to a sound continuing education effort.

5. That this study, or a similar one, be undertaken at a later time to determine how these three associations have developed their current continuing education efforts.

A valuable thrust for a later study would be to compare, within each association, the stated principles, policies and philosophy of continuing education with the program and activities actually produced. A later study might also reveal to what extent the degree of documentation can be correlated with the definition of a continuing education program.

In Conclusion:

This study may have revealed more of its limitations than of its findings. Nonetheless, even those limitations may be useful in looking ahead at continued development of any association's continuing education program. It might be suggested that the information thought most useful from this report be shared with other associations--those included in the study as well as other national, regional and local associations that seek to improve their ability to deliver continuing education to library personnel.

APPENDIX A

LITERATURE SEARCH OF CONTINUING EDUCATION MODELS

by Dr. Martha Jane Zachert

The literature search was directed toward answering the question "Are there models that depict a system for continuing education to be found in the literature of adult education?" Or, if comprehensive models were not available, "Are there models of component parts of such a comprehensive system?"

Scope and Coverage. The systematic search initially covered Education Index 1970 through 1975. Current Index to Journals in Education 1969 through 1975, Research in Education 1966 through 1975, with follow-up of likely names in Social Science Citation Index 1970 through 1975. Later the search in each index was carried through 1976.

The search began with the term "continuing education" and led into "in-service training," "professional education" and "life-long education." Together these headings produced long, undifferentiated lists of citations. "Continuing education" led also to "teacher education" and "competency-based education," which again produced long, undifferentiated lists. We tried to scan every use of the term "model" in relation to the above terms, but quickly found that the word has multiple meanings which are undifferentiated in indexes and frequently in abstracts. We looked only for articles in which the term meant a "theoretical and construct," tested or untested; in this way we amassed a list of about one hundred items.

The term "career education," which appeared useful when first encountered, was later excluded because it is used in a specialized way that is still undergoing definition. Two studies retrieved under this term were also retrieved under other terms and are, in fact, among the

most sophisticated and provocative models found. Both are described later in this report. (Weatherman and Dobbert, and Norton.) "Career education" is not synonymous with "continuing education" and not closely enough related to it to be useful in this study, although some of its concepts have potential significance for continuing education for librarians.

While search of the journal literature was in progress, the bibliographies of relevant chapters of the Handbook of Adult Education were studied and citations from that source were added to the file. An interview with Dr. Wayne L. Schroeder, then of the Florida State University adult education faculty, produced additional leads.

This overview of the literature, though selective, led to a considerable number of articles about adult education program planning and development. Some are reports of research; more are subjective statements of experience. All of these articles, plus the five papers to be discussed herein and the dozen or more models of components found, support our initial assumption that model development is alive and well among adult educators. The fact that no refined, sophisticated model of the entire system was found indicates that the theoretical development is, at this point in time, incomplete. Presented here are the four special purpose models and one comparative study that appear to be relevant to library science continuing education. The comprehensive construct sought has, apparently, not yet been formulated.

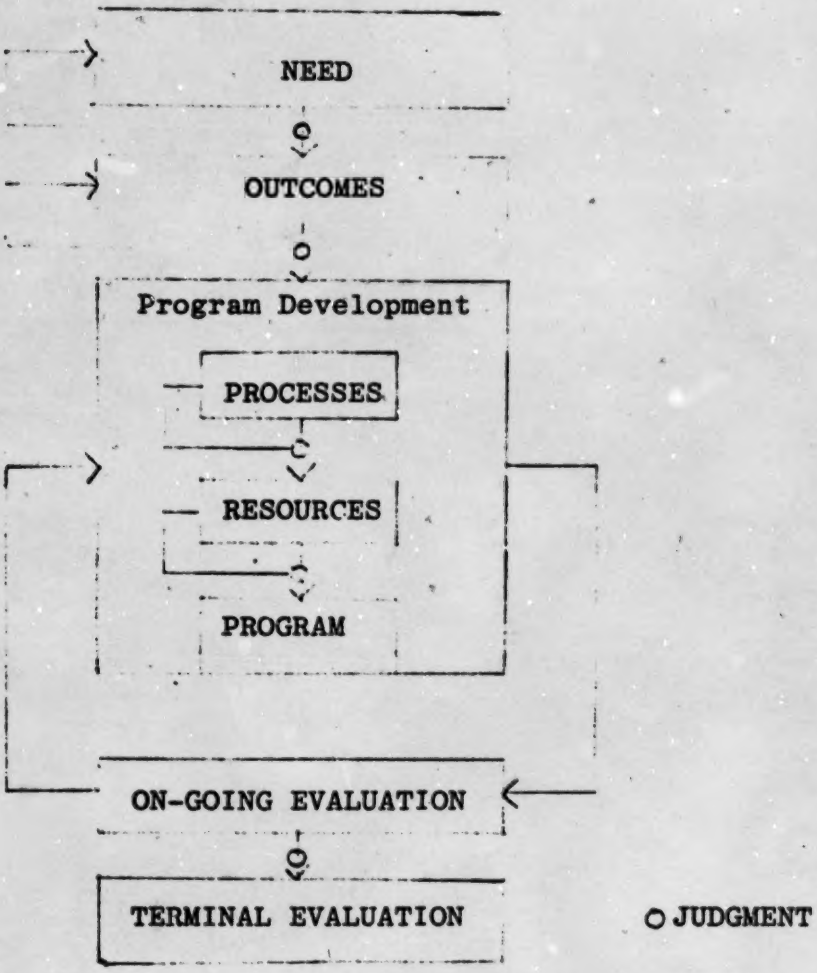
The Hartwig Model. One system model, potentially useful, is Hartwig's "Basic Model for Planning, Monitoring and Evaluating Educational Programs." It is a general introductory model which was designed and tested as an

instructional model for teaching administrators "who lack sophistication in a management approach to education." The author acknowledges that it is incomplete and in a developmental stage. (Figure 1)

The Hartwig model is a straightforward one which depicts five major components in the educational process. The first is the identification of a need which can be satisfied by an educational activity. The author states that this step may involve the setting of priorities, though this is not shown in the model. The second component is the statement of desired outcomes of the proposed activity, in terms of their relevancy to the need and in terms of their measurability. In his text Hartwig postulates that a statement of "conditions under which each outcome is expected to occur, appropriate instrumentation and a criterion of accomplishment"[1] is a significant part of this component. The third step, for which two sub-steps are included in the model, is that of program development. Devising relevant processes and identifying necessary resources are the sub-steps. Stating measures for making judgments about each results in a viable program. Implementation follows this planning segment of the model, and initiates step four: on-going evaluation. The loop in the model at this point prescribes the monitoring function of this step, utilizing the specifications for processes and resources arrived at earlier. Data collection is a primary activity during this on-going evaluation. Finally, terminal evaluation is conducted in terms of the designed outcomes stated in step two and utilizing the data collected in step four.

FIGURE 1

A Basic Model for Planning, Monitoring, and Evaluating Educational Programs (Hartwig)



Source: Keith E. Hartwig, "A Basic Model for Planning, Monitoring and Evaluating Educational Programs," February 1971, p. 4. [ED 053 196]

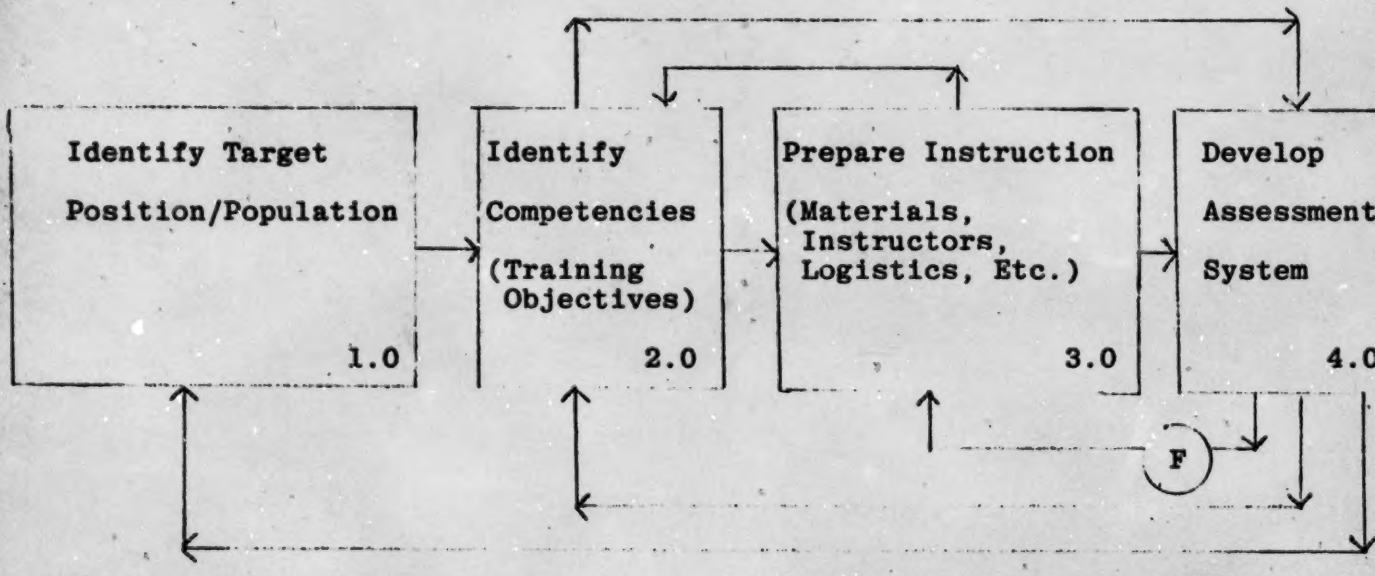
This model is distinguished by its inclusion of critical points at which judgments about the program under consideration are to be made. A recycle step is included in the model as an option of these critical points. The model also emphasizes the interactive relationship between certain of the components. Although the total process is a linear one, looping between some components is necessary, including (but not shown in the model) a feedback loop from the terminal evaluation of the process to a reassessment of need.

The Weatherman/Dobbert Model. A second system model, similar to Hartwig's but with a further development of each basic component, is that described by Weatherman and Dobbert. (Figure 2.) In this model Hartwig's five components are represented by four, the two evaluation steps being compressed into one described in a more general way as "Develop Assessment System."

The Hartwig model was developed as an instructional device; the Weatherman/Dobbert, to design a procedure for a specific educational need. This particular need called for what might be designated as "intensive in-service preparation." A group of educational administrators, incumbent as directors of specialized education, were to be given "expanded and improved preparation" while carrying out their responsibilities. The model that resulted is one of field-centered (i.e., in-service training related to a specific sub-field of education), competency-based education. These characteristics of the instruction were pre-determined by the parent system within which the need was felt and the research carried out. It was also pre-determined that the educational work to be offered should utilize multidisciplinary methodology and individualized instruction.

FIGURE 2

Overview of Training Model in Sequence (Weatherman/Dobbert)



Source: Richard Weatherman and Daniel Dobbert, "A Field Centered Competenc
Based Education Model," paper presented at the 60th Annual Meeting
of the American Educational Research Association, Washington, D.C.
March 31-April 4, 1975, p. 7. [ED 106 940]

Although the model was developed for such a specialized situation, its authors recognized its potential for wider application and so described it.[2]

The Weatherman/Dobbert model is of particular interest in the present study because one of the associations included herein is in the process of establishing competency-based certification, and it already offers a broad program of field-centered continuing education which will eventually have to be articulated in some way with its certification program. The detailed breakdown of the Weatherman/Dobbert model is, therefore, highly relevant. The great advantage of systems models is that they are not situation specific. The major elements or relationships of such models remain valid with different inputs, activities and outputs, derived from different content. In fact, as Weatherman and Dobbert point out, "A program stated in systems terms can be more readily adapted to any field in which similar conditions obtain initially (i.e. where performance can be observed)."[3]

The first stage of the Weatherman/Dobbert Model is one of defining the position(s) for which the training is to be offered, and of estimating the need for training on the part of a described population or client group. In some instances this step will have been supplied by external sources such as administrative directives or legislative mandates. However, "adoption of a competency based approach implies that definitions of need for preparation programs are derived from a description of the population to be trained."[4] Literature searches, analyses of position descriptions, analyses of training and experience of successful incumbents in similar positions, demographic studies, field surveys and Delphic studies are suggested as appropriate ways of obtaining the informa-

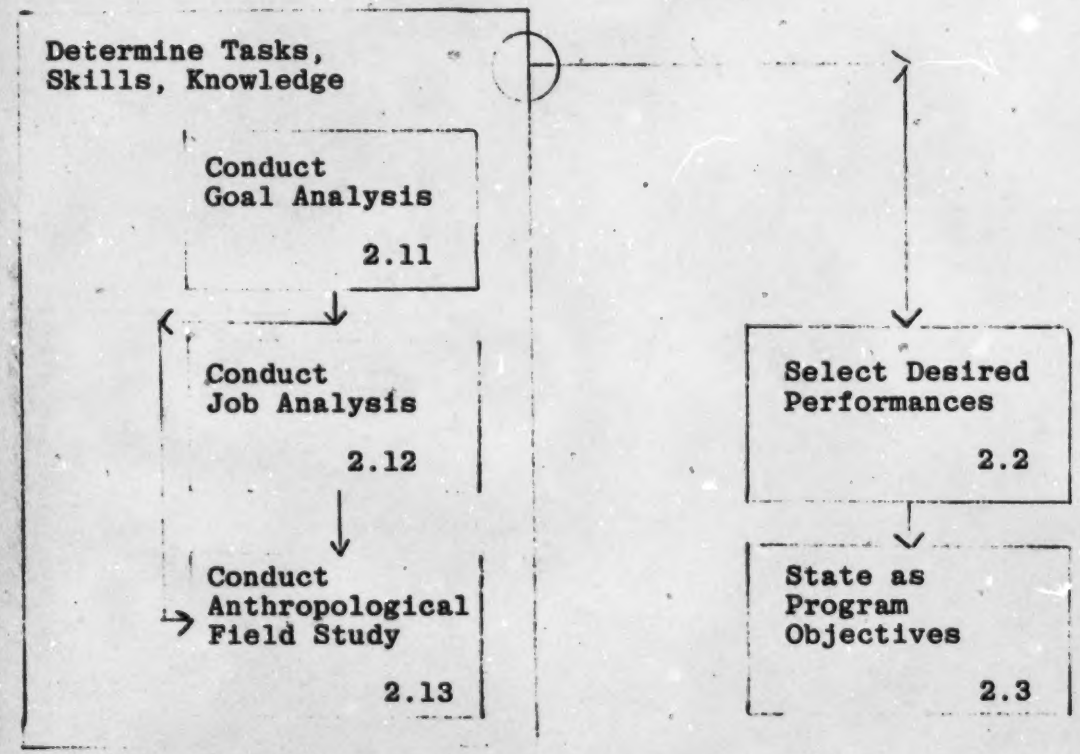
tion needed during phase one.

Stage two is the identification of competencies or performances to be taught, and the expansion of this component in the model (Figure 3) is instructive. The multidisciplinary approach draws on psychology, industrial management and anthropology. Goal analysis, job analysis and field study are to be used together for cross-validation. Goal analysis is a procedure for obtaining consensus in a group. Job analysis is a procedure for study of a job in its organizational environment. Anthropological field study is a participant-as-observer procedure that provides data to improve the validity of performance specification, especially by identifying minimum essential performances that may have been overlooked by other procedures. This kind of study tends to provide data not readily available from the other procedures. The researchers assert that "Together such strategies present a reliable and more valid description of the minimum essential performances for a particular position, especially when viewed from the extent to which these strategies duplicate each other."[5]

Stage three comprises the preparation of the instruction, in this model a series of five sub-steps. (Figure 4.) The definition of scope and sequence of content is based on data collected in phases one and two, i.e., from the present competency levels of the target population and from the goal analysis, job analysis and field study. Pragmatic considerations concerning available resources are also significant at this point in the planning. Specialists in content areas serve as course authors and field consultants. They design the instruction, including the selection or writing of cognitive presentations and the exercises necessary to develop the desired skills.

FIGURE 3

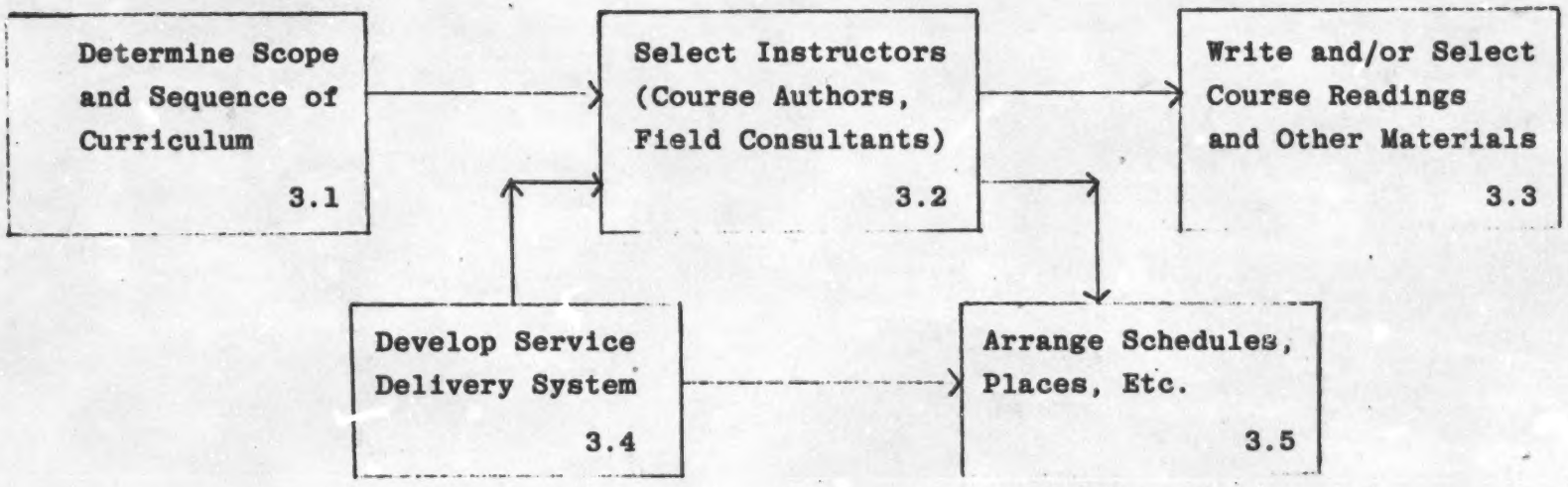
Development of Competencies and Performance Criteria:
Expansion of Module 2 in Figure 2 (Weatherman/Dobbert)



Source: Richard Weatherman and Daniel Dobbert, "A Field Centered Competency Based Education Model," paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington, D.C., March 31-April 4, 1975, p. 8. [ED 106 904]

FIGURE 4

Preparation of Instruction Sequence: Expansion of Module 3 in Figure 2 (Weatherman/Dobbert)



Source: Richard Weatherman and Daniel Dobbert, "A Field Centered Competency Based Education Model," paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington, D.C., March 31-April 4, 1975, p. 15. [ED 106 940]

Note that this model includes the design of a service delivery system and the specification of schedules and learning environments as part of stage three. Again, data from stages one and two are utilized as well as information about the content plan for the instruction. Both the relevant characteristics of the target population and the nature of the course content must be considered in determining delivery systems and physical arrangements.

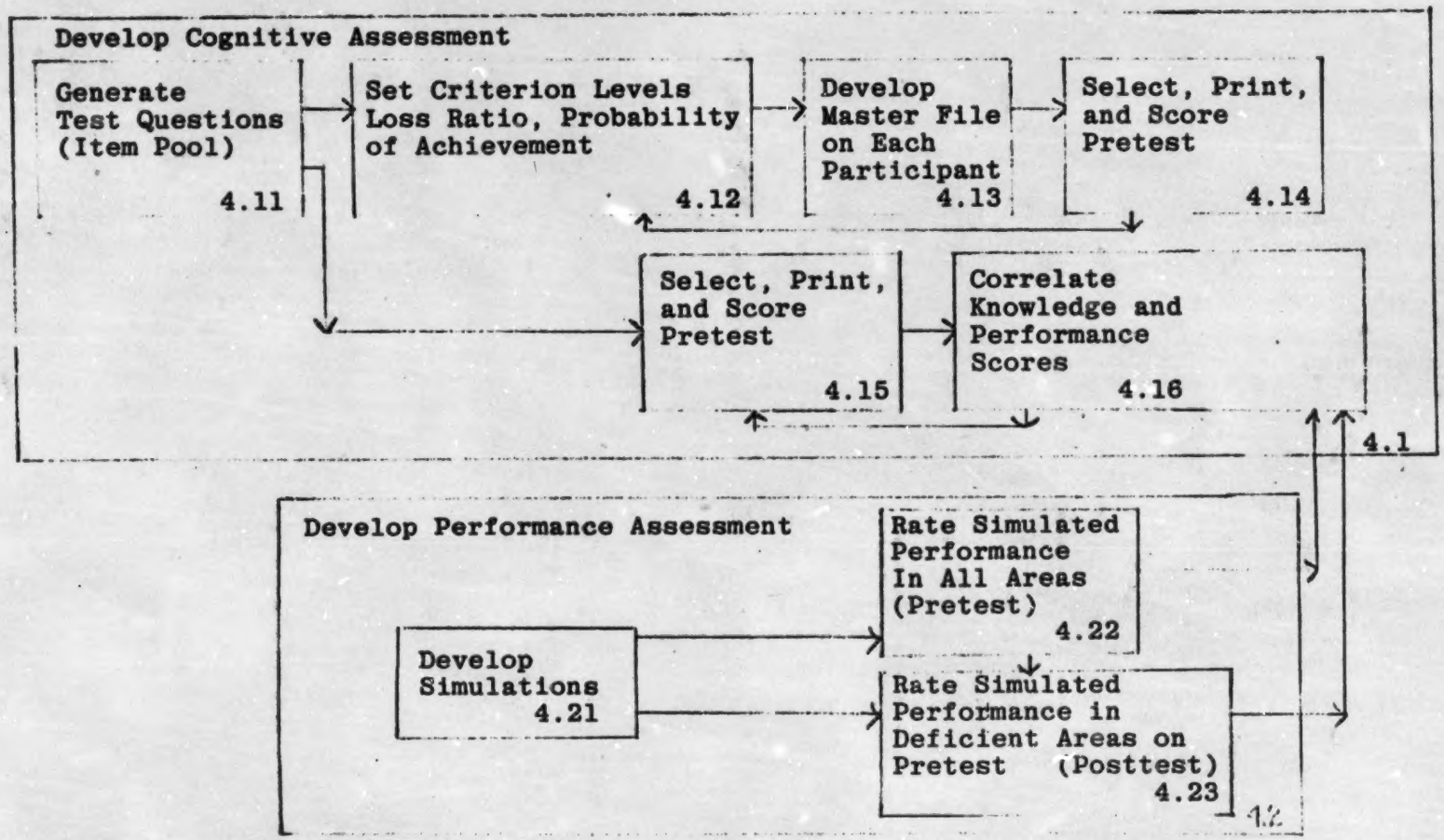
Stage four is the assessment component and, according to the authors, one of the most important features of the model. (Figure 5.) During the implementation the preparation of instruction (stage 3) and the development of assessment procedures (stage 4) are carried out concurrently. Each can be started immediately on the completion of a tentative statement of needed competencies. The emphasis on assessment in this model is two-fold:

> First, it enables program managers to determine on an on-going basis the extent to which participants achieve the program objectives at criterion levels. Second, it permits objective determination of the appropriateness of instructional methods, content of instruction, and established criterion levels for achievement. [6]

Strategies suggested for the assessment of learner performance include simulation of actual tasks and cognitive measures of the knowledge necessary to perform the task, both measures being obtained pre- and post-instruction. Affective data and job performance data about learners during the period of instruction, as well as self-ratings of perceived

FIGURE 5

Details of Cognitive and Performance Assessment Sequence:
Expansion of Module 4 in Figure 2 (Weatherman/Dobbert)



Source: Richard Weatherman and Daniel Dobbert, "A Field Centered Competency Based Education Model," paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington, D.C., March 31-April 4, 1975, p. 19. [ED 106 940]

proficiency levels, are also to be collected and analyzed. The subject specialists who designed the instruction participate in the assessment of the learners. Some of these data apply also to assessment of the instructional design, although for the specific situation for which the model was developed, a much more sophisticated assessment procedure was used.

The Mohan/Hull Model. A third system model, described by Mohan and Hull, includes three system components present in the Hartwig and the Weatherman/Dobbert models, and adds a unique fourth: (1) planning, (2) implementation, (3) evaluation, (4) follow-up.

The first component, as expected, specifies goals and target audience; the second develops instructional design; and the third is concerned with cognitive and affective measures of learner achievement and obtaining feedback for re-designing the instruction. It is the fourth component--follow-up--which adds the new dimension; its presence is related to the specific purpose of the in-service education for which the model was designed.

The researchers in this case were charged with the responsibility to help teachers "acquire and use new and creative teaching techniques."[7] This purpose goes beyond awareness or even cognitive acceptance of innovation and aims at personal adoption of new techniques. For this reason immediate post-instruction evaluation measures provide insufficient evidence in relation to the objective. Adoption is inherently a response that will take place, if at all, at a later time than the immediate conclusion of the instruction. Measures should be applied after some appropriately longer period of time. A checklist of teacher behaviors and comparative

data on student performance are suggested. The researchers indicate that the model has been successfully tested in repetitive situations, and state that a prime reason for the success is the involvement of the learners as "a crucial part of all four stages of the model."[8]

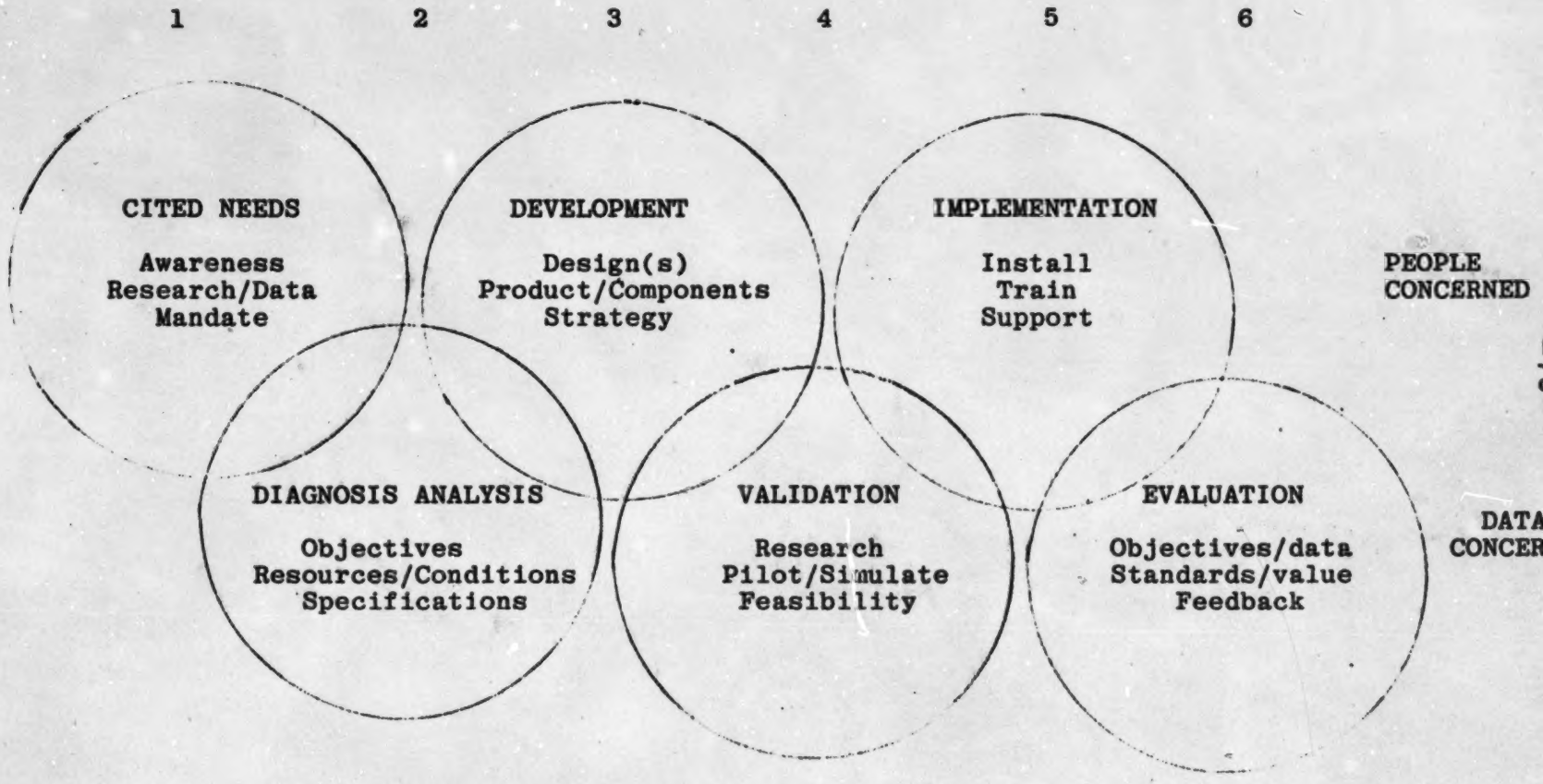
Neither Hartwig nor Weatherman and Dobbert deny the place of learners in their systems; Mohan and Hull, however, make of learners an active sub-system. In the planning component they involve learners through a pre-registration commitment to the overall purposes of the education. Interests and needs of those committed to participate are identified in advance through questionnaires and interviews. This information is utilized in planning the specifics of the instruction. Persuasive techniques are used in presenting the innovations to the learners, with unpressured opportunities for them to become familiar with what is new. Opportunity to practice the innovations being taught is provided in a non-judgmental simulation of job conditions with its own reward system. Each learner's involvement in the follow-up component is obvious.

The Bishop-Norton Model. The fourth model in this series addresses the situation of a professional group faced with the need to implement a significant change in its practice. Designed by Bishop and reported by Norton, this "in-service change model" incorporates ideas not seen or not as well emphasized in the other models included in the present study. The expansion of ideas is most obvious in a sub-system model for the preparation of a practitioner-staff to assist in teaching practitioners. We shall look at the comprehensive model first, then at the sub-system model. (Figure 6.)

The names of the components look familiar by now even though there

FIGURE 6

In-Service Change Model (Bishop/Norton)



Source: Robert E. Norton, "In-Service Education: Vital to Career Education Delivery," paper presented at the American Vocational Association Convention, Chicago, Illinois, December 3, 1973, p. 3. [ED 073 264]

are six instead of three or four: (1) cited needs, (2) diagnosis/analysis, (3) development, (4) validation, (5) implementation, (6) evaluation. This view of the components serves to give greater emphasis to the validation of the instructional plan than do the other three models. The representation of relationships is also more graphic, clearly showing substantive overlaps rather than mere linear feedback. This is done without affecting the feedback concept between terminal evaluation and the recycle of the process. The learner sub-system concept of the Mohan/Hull model is also emphasized and here expanded to include "other people" in addition to the learners. The people sub-system is ingeniously balanced with a data sub-system.

With one exception the components of the Bishop/Norton model are not further developed graphically, nor does the accompanying text explicate details as well as does the paper by Weatherman and Dobbert. However, Norton does state that "we view the preparation of staff . . . as the program element that could make the real difference between the success or failure (of the model)." He continues:

> As we viewed the curriculum, guidance, support systems, evaluation, and other components of a comprehensive program being conceptualized and developed, it was clear that new staff knowledge, attitudes, and skills would be needed for delivery of the . . . program. These new attitudes and knowledge would then need to be transformed into changed professional behaviors.[9]

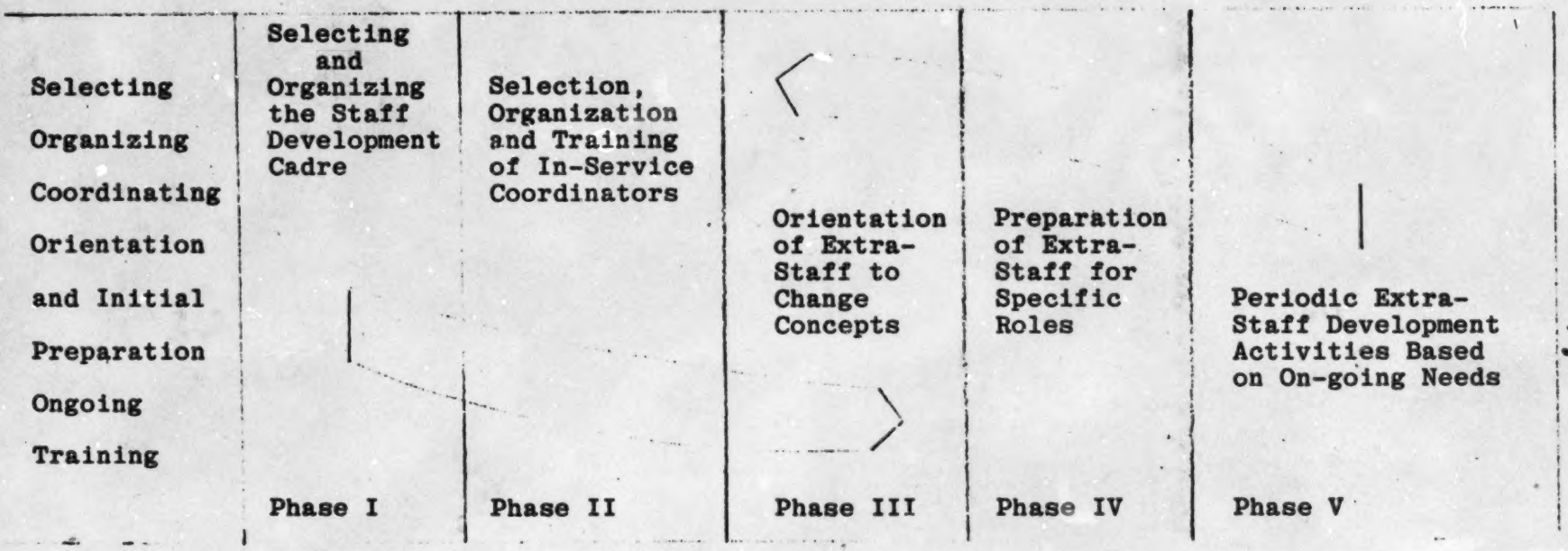
Because of this conviction a "staff development operational model" is superimposed by Norton on the basic process model. (Figure 7.) Now the identity and role of the "others" in the people sub-system become clear. Two groups, practitioners themselves, are to be trained for support roles, to become, in fact, special staff during the training for and implementation of change (the while maintaining their roles as practitioners).

Functions assigned to the first group, called "staff development cadre," include advisory, planning and public relations activities. In addition, the staff development cadre conducts studies to identify specific training needs and priorities; they assist with the design and delivery of the instruction, and provide leadership "for a centrally coordinated program with adequate provisions for decentralized decision-making." [10] This group of practitioners is augmented by members of the service community.

The second special staff group consists of master practitioners, called "in-service coordinators," who work at the local service area. Their functions include local leadership and coordination, liaison with program-wide staff, and communication. They also have a major responsibility for assembling and organizing resources for instruction. Preliminary in-depth preparation of both the staff development cadre and the in-service coordinators takes place before the main thrust of training for the larger body of practitioners. These extra-staff groups must be ready to assist with the total effort, and they must be prepared in greater depth than the general practitioners because of their support role.

FIGURE 7

Staff Development Operational Model



Note: The original model is denoted in terms specific to the Norton research. Some general terms applicable to a more general use of the model have been substituted above.

Source: Robert E. Norton, "In-Service Education: Vital to Career Education Delivery," paper presented at the American Vocational Association Convention, Chicago, Illinois, December 3, 1972, p. 3. [ED 073 264]

Related Studies. Although no other relevant process models were located in the adult education literature, there seems to be substantial agreement among these four. One further study was found which verifies the acceptance among various educational groups of the components held in common by these models. In a comprehensive comparative study, Palinchak identified twelve planning models, five of which represent the process in educational institutional settings, and one of which can be identified with the field of adult education. The other models considered in his study come from fields as apparently different as county extension work, the Federal extension service, systems analysis and community social action. It is significant that all of these models concern themselves with (1) determining objectives, (2) developing programs to attain the objective(s), (3) implementing the programs, and (4) evaluating the extent to which the objectives have been met.

An Adult Education System Model. It is also significant that, though we were looking for models that depict a system of continuing education, we found only models of the educational process used by such a system. If a system is indeed a "combination of many parts which together form a complex whole," where are the models of parts of the adult education system other than the process which it uses to achieve its goals? Or was our initial assumption of a complex system chimerical? Is process all there is to adult education?

An answer is suggested in the review "Adult Education Defined and Described," in which Schroeder posits a definition by structural analysis as most appropriate (from among several available) for describing the Gestalt or functional unity of adult education as it was in 1970. The parts he identifies (on the basis of writings by acknowledged leaders

in the field) are: leadership (organizational and individual), goals, content, processes, agencies, program areas, and clientele. Though we found no graphic model to make vivid this seven-part structure, we believe the statement itself provides a striking verbal model which can be useful in the present study. Each of the sub-systems projected by Schroeder is summarized in the following paragraphs.

Leadership, in the field of adult education, is provided by three kinds of organizations: (1) graduate academic programs, which prepare adult educators; (2) governmental and philanthropic organizations, which primarily provide funds and disseminate information; and (3) professional associations, which provide liaison among adult educators and perform "tasks which are the common concern of all." Leadership is also provided by many individuals from volunteers to "part-timers" such as library staff, health and social welfare professionals and faculty of educational institutions, as well as those whose vocation as adult educators makes of them full-time faculty, staff and administrators of agencies.

As an inclusive field with many levels of expression and fulfillment, adult education is concerned with broad goals. Though there is no one set of goals accepted by the entire field, various spokesmen have tried to formulate such a statement. Some of these authors have emphasized the needs of individuals; others, those of society; still others have tried to merge both points of view. However they are arrived at, goals are necessary.

Content in adult education may include all human knowledge. When adult educators speak of content, they "usually refer to problem areas or social roles rather than disciplines or bodies of tested knowledge."[11] For specific purposes the content emphasis may be closely related to cognitive, affective, or psychomotor objectives.

Processes is the preferred inclusive term for three separate elements. First, there is "method," which encompasses the ways learners are organized for education activity. "A method establishes a relationship between the learner and the institution or agency through which the educational task is accomplished."[12] Travel, study groups, discussion groups, correspondence study and apprenticeships are all methods of adult education, as well as the class method that is especially characteristic of childhood and youth education. Three types of methods are recognized: Individual methods, group methods and community methods.

The second process element is "technique," the way in which "the educational agent establishes a relationship between the learner and the learning task."[13] Lecture, debate, panel are examples of information giving techniques. Demonstration, role-play, drill, simulation are examples of skill acquiring techniques. Discussion and case study are examples of knowledge applying techniques.

The third process element is "device," that which serves "to extend the effectiveness of methods and techniques but cannot itself instruct."[14] This multitudinous element is classified into illustrative devices, extension devices, environmental devices and manipulation devices. Examples of each, in turn, are films, television, room arrangements and working models.

A multiplicity of agencies carry out the purposes of adult education. A large number of these are formal educational institutions whose adult education work is secondary to other educational goals. An even larger number, as indicated by research studies, may be agencies not usually considered to be educational in their primary functions: government, religious groups, business, industry, prisons, among others. Again,

a classification has been devised. According to it, there are four main categories of agencies involved in adult education. Type I comprises those whose central function is adult education, such as business schools and independent adult education centers. Type II comprises formal youth-oriented educational agencies which have taken on, as added responsibility, the educational needs of adults. Junior colleges and extension divisions of higher educational institutions are examples. Type III agencies are those in which adult education is "an allied function employed to fulfill only some of the needs which /they/ recognize as their responsibility." Libraries, museums, health and welfare agencies are familiar examples. Type IV agencies are special interest groups which utilize adult education as a subordinate function. Labor unions and professional associations are examples.

Program is one of the most elusive terms used in adult education. It may embody an interrelated series of education offerings (as curriculum is used in higher education), or it may indicate the nature of a specific activity (as a course or a lecture series). Thus it seems related to both content and method and does not necessarily depict a separate functional sub-system except, perhaps, in an organizational sense (as a professional organization might have one program for its professional members, and one for its paraprofessional or other membership).

The clientele sub-system is obvious in the term "adult education," but this does not mean that adult educators agree on a definition. One suggested operational definition is: "An adult is anyone who has either discontinued or completed his formal education and is now trying to re-engage in the educational process." Not all who count themselves adult

educators accept this definition. Some define adults by age and/or social role; others hold out for a concept of psychological maturity. A fully accepted definition has yet to be written.

Summary. Thus the literature (of adult education) suggests that there are important elements that underlie adult education, postulated as seven sub-systems: Leadership, Goals, Content, Processes, Agencies, Program Areas and Clientele. Insofar as actual models go, however, those found express variation of processes in relation to the specific purposes of specific educational incidents. The Hartwig model addresses awareness training; the Weatherman/Dobbert model, intensive in-service preparation (or what in some circumstances might be called "remedial" in-service training). The Mohan/Hull model was designed to achieve adoption of innovative practices, and might be called persuasive in-service training. And the Bishop/Norton model displays a process for preparing practitioners to implement change.

The specificity of these models may be of more help to library science continuing education planners at the present time than is a general model. Together the models emphasize the potential for variation, especially in the delivery of education, and they relate this variation to some of the kinds of objectives toward which library science continuing education is and should be working.

Notes

1. Hartwig, Keith E. A Basic Model for Planning, Monitoring and Evaluating Educational Programs 1971 (ED 053 196) p. 2.
2. Weatherman, Richard and Daniel Dobbert. A Field Centered Competency Based Education Model 1975 (ED 106 940) p. 34.
3. Ibid. p. 1.
4. Ibid. p. 7.
5. Ibid. p. 7.
6. Ibid. p. 14.
7. Mohan, Madan and Ronald E. Hull. "A Model for Inservice Education of Teachers" Educational Technology Vol. 15 February, 1975. p. 41.
8. Ibid.
9. Norton, Robert E. In-Service Education: Vital to Career Education Delivery 1973 (ED 073 264) p. 5.
10. Ibid. p. 9.
11. Schroeder, Wayne L. "Adult Education Defined and Described" In: Handbook of Adult Education, edited by Robert M. Smith, George F. Aker, and J. R. Kidd. N.Y.: Macmillan, 1970. p. 34.
12. Ibid. p. 35.
13. Ibid.
14. Ibid.

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APPENDIX B

FOR STAFF USE

Sponsor(s):

Title:

Leader:

Association: ALA MLA SLA
Date: 1972 1973 1974 1975
Place:
Attendance: ____ (number)
___ Exact
___ Estimate

Check characteristics that apply:

☐ Separate Registration ☐ Separate Fee ☐ Attendance limited

☐ Explicitly described as CE ☐ Implicitly described as CE

☐ Objectives clearly stated

Check presentation format: (if more than one, rank on basis of amount of time spent in each format: 1 = most time)

☐ Lecture

☐ Panel ☐ Practicum (hands-on; exercises)

☐ Discussion in large group ☐ Small group discussion

☐ Case study ☐ Simulation

☐ Demonstration ☐ Debate

Side 1 ↑

Side 2 ↓

Check type of planning: ☐ No information about planning process available

☐ By committee for group ☐ By group for group

☐ By potential participants ☐ By association staff

☐ By presenter (or other individual) ☐ Other (explain)

☐ Pretest used

Check type of evaluation: ___ No information about evaluation process available

☐ Observation by neutral person ☐ Observation by staff

☐ Observation by group member(s) ☐ Evaluative discussion by group

☐ Post-test ☐ Evaluative report to group by leader

☐ Affective reactionairre ☐ Evaluative report to sponsor by leader

☐ Public report issued

APPENDIX C

ORGANIZATION _____

		PROGRAM 300	301	302	303	304	305	306	307	308	309	
CONTENT	CONTENT	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
	AFFECTIVE											
	STATED	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
PROCESSES (IMPLEMENTATION)	METHOD											
	lecture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
	group discussion	✓		✓	✓	✓	✓	✓		✓	✓	8
	workshop (problem-solving, case study, simulation)					✓	✓					2
	institute	✓	✓	✓				✓	✓		✓	6
	presenter panel			✓				✓	✓	✓		5
	reactor panel			✓								1
	practicum/demonstration		✓					✓	✓			3
	TECHNIQUE											
	information giving	✓	✓	✓	✓	✓		✓	✓	✓	✓	7
	skills acquisition											0
	knowledge application											0
PLANNING	WHO											0
	group for group											
	committee for group	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
	potential participants				✓	✓				✓		3
	presenter									✓		1
	association staff						✓		✓	✓		3
	other											0
	HOW											0
	pre-test of participants											
	meeting											0
	consensus											0
	other											
EVALUATION	WAS DONE			✓	✓	✓	✓	✓		✓		4
	WHO presenter											
	committee											
	neutral person											
	group member					✓	✓	✓				3
	HOW post test											
	reactionnaire					✓	✓					2
	observation			✓			✓					2
	subjective narrative			✓								1
	report to association					✓		✓		✓		3
	report to future planners					✓		✓				2